Synopsis

TEACHER EFFECTIVENESS AND PROFESSIONAL COMPETENCY AMONG HIGHER SECONDARY SCHOOL TEACHERS IN KOTTAYAM DISTRICT, KERALA

By

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Introduction

Quality of teaching determines the quality of education. The teacher, his/her personal qualities, attitude and dedication towards teaching profession, educational qualification and professional training etc. play a vital role in modern education. Achievement of effective education can be brought about by the efforts of a team of high quality teachers. Therefore, the role of a teacher is pivotal in arousing enthusiasm and inspiring a person for learning and sharpening one's intelligence and wisdom. Imparting education is rather less difficult than understanding the behaviour of adolescent children. The teacher has to layout a strong foundation for stable preparation of a person to fit into society by enabling him to earn his livelihood. How an individual learn and how a school perform are largely determined by the competence and effectiveness of teachers.

Research findings have shown that besides students' intelligence and industrious nature, effective school, descent class room climate, well equipped teaching faculty, furnished libraries and laboratories difficulty level of question papers, successful completion of actual classroom instruction days, effective use of information and communication technologies etc. are crucial factors for effective educational standards. Therefore, the present study involves two variables in the field of educational research. The purpose of this chapter is to present a comprehensive conceptual frame work of the two aspects of the study namely teacher effectiveness and professional competency.

Teacher Effectiveness

The term teacher effectiveness refers to the measure of success of teacher in carrying out institutional and other specified duties demanded by the nature of his/her position. Teacher effectiveness include efficacy in strategies of instruction,

student and classroom management, inter personal relations, evaluation and feedback etc. The teacher effectiveness is made up of two familiar words ‘teacher’ and ‘effectiveness’. Teacher is a person who teaches i.e. impart knowledge or skills to the learner. ‘Effectiveness’ is the quality of being successful in producing an intended result.

Professional Competency

The term professional competency refers to a set of knowledge, skills values, attitudes, capacities and beliefs people need for success in a profession. Teachers’ professional competencies include various competencies in different areas such as pedagogical, cultural, communicational, personal, intellectual etc which are needed for effective teaching. As the term ‘professional competency’ is made of two words ‘professional’ and ‘competency’, a profession may be defined as an occupation based upon intellectual study and training, the purpose of which is to supply skilled service to others for a definite ‘fee or salary, and the competence is a consistent ability to realize particular sorts of purposes to achieve desired outcomes. Professional competency therefore can be considered as a highly valued quality which accounts for the efficient use of knowledge, skills, intellect, strength and capacity that are required to carry out one’s functions and duties for the profession. Teaching competency can be considered as the set of knowledge, skills and capabilities of teachers to perform the duties and functions of teaching profession.

Need and significance of the Study

There is a need of systematic study on teacher effectiveness and professional competency among higher secondary school teachers for the analysing the context of teacher effectiveness and professional competency exhibited by teachers. The role of teacher is to concentrate on the facilitation of learning and development of all

students to the practical abilities of the teacher. They should have deep understanding of the students, the subject they teach, the nature of learning and the world around them. The emergence of a globalised world in a frame work of competitions together with the pressure of an exploding knowledge base has given rise to new challenging roles for the higher secondary teachers. Therefore, the present study reveals the existing status of teacher effectiveness and professional competency among higher secondary school teachers working under Government, Aided and Unaided schools in Kottayam district of Kerala state in India.

Scope of the study

Teacher Effectiveness and Professional Competency are extremely important for teachers. But these are considered to be rather unexplored area of research studies in higher secondary education in Kerala. Thus descriptive, qualitative, and quantitative approaches pertinent to effectiveness of teachers and professional competency of higher secondary school teachers is the need of the hour. The present study is designed to investigate into various aspects of teacher effectiveness and the effect of variables such as sex, age and locality (demographic variables) and educational and professional qualification, span of teaching experience, designation and type of management on it. Various aspects of professional competency as well as the influence of intervening variables on professional competency are studied.

Statement of the problem

The problem selected for the present study is stated as **"Teacher Effectiveness and Professional Competency among Higher Secondary School Teachers in Kottayam District, Kerala".**

Objectives

1. To study the existing status of teacher effectiveness and professional competency among higher secondary school teachers of Kottayam District.
2. To study the differences in professional competency and teacher effectiveness among higher secondary school teachers of Kottayam District with respect to their demographical and professional characteristics.
3. To study the relationship among each and every dimension related to teacher effectiveness scale and professional competency scale.
4. To study the differences among higher secondary school teachers with respect to different aspects of Teacher Effectiveness – Personal, Professional, Intellectual, Strategies of teaching and Social aspects.
5. To study the differences among higher secondary school teachers with respect to the different aspects of Professional Competency – Activity based teaching in hurdles, Child centred approach, Teaching-Learning material and their display, Evaluation techniques and Novel strategies.

Hypotheses:

1. There is no significant difference between teachers of higher secondary schools in Kottayam district regarding their status of teachers effectiveness and professional competency.
2. There is no significant influence of gender on Personal aspects, Professional Aspects, Intellectual aspects, Strategies of teaching aspect and social aspects.
3. There is no significant influence of gender on Activity based teaching and hurdles, child centred approach, Teaching-Learning material and their display, Evaluation techniques and Novel strategies.

4. There is no significant influence of locality on Personal aspects, Professional Aspects, Intellectual aspects, Strategies of teaching aspect and social aspects of Teacher Effectiveness.
5. There is no significant influence of locality on Activity based teaching and hurdles; child centred approach, Teaching-Learning material and their display, Evaluation techniques and Novel strategies.
6. There is no significant difference in the opinion of respondents working in different types of schools on the five dimensions of Teachers Effectiveness Scale.
7. There is no significant difference in the opinion of, respondents working in different types of schools on the five dimensions of Professional Competency Scale.
8. There is no significant difference in the opinion of respondents towards the five aspects of teacher effectiveness Personal aspects, Professional Aspects, Intellectual aspects, Strategies of teaching aspect and Social aspects due to their age.
9. There is no significant difference in the opinion of respondents towards the five aspects of professional competency Activity based teaching and hurdles, Child centred approach, Teaching-Learning material and their display, Evaluation techniques and Novel strategies due to their age.
10. There is no significant influence of designation in determining the opinions of teachers on the five aspects of teacher effectiveness - Personal aspects, Professional Aspects, Intellectual aspects, Strategies of teaching aspect and Social aspects.
11. There is no significant influence of designation in determining the opinions of

teachers on the various aspects of professional competency - Activity based teaching and hurdles, Child centred approach, Teaching-Learning material and their display, Evaluation techniques and Novel strategies.

12. Educational qualification does not significantly influence the opinions of the teachers on different aspects of Teachers Effectiveness Scale.
13. Educational qualification does not significantly influence the opinions of the teachers on different aspects of Professional Competency Scale.
14. There is no significant difference between B.Ed. and M.Ed. teachers in their opinions on different aspects of Teachers Effectiveness Scale.
15. There is no significant difference between B.Ed. and M.Ed. teachers in their opinions on Professional Competency Scale.
16. The span of teaching experience does not significantly influence Personal, Professional, Intellectual, Strategies of teaching and Social aspects of teacher effectiveness.
17. The span of teaching experience does not significantly influence Activity based teaching and hurdles, Child centred approach, Teaching-Learning material and their display, Evaluation techniques and Novel strategies of professional competency.

Methodology

This study aims to explore the distribution and association of Teacher effectiveness and Professional competency among higher secondary school teachers, it considering the nature of required data, a descriptive design has been opted. Therefore, the current study attempts to survey the higher secondary school teachers of Kottayam district in Kerala State by selecting representative group. The study also considered to relate demographic and professional variables to

psychological aspects like opinion, feelings, perceptions and attitude of teachers about Teacher effectiveness and Professional Competency. For this, the researcher has adopted two standardized tools. The Jayaraman's Teacher Effectiveness Scale (JTES) tool for Teacher Effectiveness and the Savan's Professional Competency Scale (SPCS) tool for Professional Competency has adopted by the researcher.

In the present study both independent and dependent variables have been taken into consideration. The socio-demographic and professional features of the teachers have been considered as independent variables, and dimensions of Teacher Effectiveness and Professional Competency are considered as dependent variables. After collecting the data and necessary information from the teachers with the help of pre-designed questionnaires, the data were processed and analysed by a statistical package called SPSS (Statistical Package for Social Sciences) to find the results. After analysing the data with statistical techniques, the following findings were derived from the data analysis and discussion.

Major Findings and Conclusions

1. With regard to all the aspects of teacher effectiveness – Personal, Professional, Intellectual, Strategies of teaching and Social aspects, the opinion of higher secondary school teachers are favourable to a large extent. The performance of the teachers are the best with respect to personal aspects followed by social, professional, intellectual and social aspects of teacher effectiveness respectively. The low score may be due to the lack of awareness about the different strategies or due to limited time available to complete the vast syllabus.
2. With regard to most of the aspects of professional competency higher secondary school teachers show a high status and they are found to be more

competent in teaching learning material and their display, followed by evaluation techniques, activity based teaching and hurdles child-centred approach and novel strategies respectively.

3. Though 70% of the respondents favourably opined to the aspect novel strategies, opinion of the remaining respondents on novel strategies is less and the opinion of the respondents on this aspect is pessimistic when compared with the remaining aspects of teacher competency. This may be due to their unwillingness to take the efforts and hard work which are required in practicing and implementing novel strategies or due to lack of adequate training they receive regarding novel strategies.
4. 31% of the samples are not very successful in citing innumerable illustrations in a clear cut manner. This may usually happen when teachers do not have a proper pre-planning about the content to be taught.
5. 43% of the samples felt they are unable to change the directions of thinking of pupils to accept new interpretation. This may be due to the lack of co-operation from the learners as they usually try to byheart without giving an effort to understand the concepts.
6. 41% among them find difficulty in encouraging optimum participation of pupils. Also, 39% of respondents opined that their efforts to keep their students alert and enthusiastic are not fruitful. These may be due to the uninteresting traditional teaching methods which are teacher oriented are not accepted by the students or may be due behavioural problems of the students or their lack of interest in the concerned subject.

7. 25% of respondents felt that suggesting remedial measures in learning is a tough task. This may be due to the difficulty of teachers to understand the different type of learning difficulties felt by their students.
8. 31% of sample opines that they are not able to provide variety of learning activity to pupils. This may be due to lack of awareness of learning activities related to the topic or due to limited time available to complete the syllabus. 35% of the sample reveals that they are not able to change their approach of teaching. This may be because they are rigid in their views instead of being flexible to changes.
9. 30% of the sample opines that they are not able to generate creative ideas immediately. This may be due to the lack of interest in developing creativity because of the habit of simply repeating what is written in the textbooks.
10. About 27% of sample are disinterested in inviting and adopting innovative strategies suggested by others in their teaching. This may be due to the over confidence in themselves or may be due to their unwillingness to take the efforts and hard work which are required in practicing and implementing novel strategies.
11. Gender has no significant influence on personal, professional, intellectual, strategies of teaching and social aspects of teacher effectiveness i.e. male and female teachers possess similar teacher effectiveness. And the gender has also no significant influence on activity based teaching and hurdles, child-centred approach, teaching learning material and their display, evaluation techniques and novel strategies.
12. Type of school of the respondents has significant influence only for personal and intellectual aspect of teacher effectiveness. The average opinion score of

government school teachers on different aspects of teacher effectiveness are comparatively less than aided and unaided school teachers.

13. Type of school has significant influence on the dimensions activity based teaching, child-centred approach and novel strategies of professional competency. Type of school has no significant influence on the teaching learning material and their display and evaluation techniques.
14. Regarding Professional competency, there is a significant difference found among different age group respondents on Activity based teaching and hurdles, Child-centred approach, Teaching-Learning material and their display, Evaluation of techniques and Novel strategies. Regarding all the aspects higher age group respondents are more positive than lower age group respondents.
15. Designation has no significant influence on the different aspects of teacher effectiveness and the average opinion scored by Principals are higher than teachers with other designation who are HSST (Sr.), HSST (Jr.) and PGT.
16. For all the five dimensions of Professional competency designation of the teachers indicate significance influence, and for these dimensions the average opinion scored by HSST (Jr.) are less than teachers with other designation. This may be due to dissatisfaction felt by them as they are graded below and are given comparatively lower scale of Pay, inspite of equal educational qualification.
17. There is a significant difference in the opinion of the teachers who have different span of teaching experience on personal, professional and social aspects of teacher effectiveness. In all the dimensions of teacher

effectiveness the more experienced respondents opined more positively than less experienced respondents

18. There is a significant difference in the opinion of teachers with different span of teaching experience on all the dimensions of professional competency. For all the aspects of professional competency the average opinion score of teachers with less than 5 years of experience is less than the teachers belonging to other categories of teaching experience.
19. The average opinion score of respondents with more than 15 years of experience is comparatively less with respect to novel strategy than respondents of other categories of experience. This may be due to by virtue of their seniority they may become rigid in their thoughts and slowly turned into change reluctant category.

Conclusions

To sum up the five dimensions of Teacher Effectiveness average opinion score is the highest for Personal aspect and lowest for strategies of teaching aspect. The low score may be due to the lack of awareness about the different strategies or due to limited time available to complete the syllabus. Among the five dimensions of Professional Competency scale the averages opinion score on the Novel strategies found very much less than the other dimension which indicate pessimistic attitude of teachers towards novel strategies. So teachers may require adequate training to acquaint themselves with novel strategies for teaching, and there is a significant correlation found between each and every dimension of Professional Competency and all the five dimensions combined together to get professional competency.

High quality education is needed in today's world of high technology and high competition for survival as well as for the socio-economical development of a nation.

The all round development of the budding citizens of the society forms the basics of all type of education. Teachers have the great responsibilities of enabling their students to successfully fit into socio cultural milieu and make them responsible, better citizens so that a new generation who sustains the everlasting human values truth, love, universal brother hood, care and concern for elders, brave enough to face and handle the problems and challenge that may come across their life with courage and confidence.